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ABSTRACT

The Vocational Education Amendments of 1976 mandate that sex bias and sex stereotyping be eliminated from all vocational education programs. In business and office occupations programs, the problems have been centered around increasing the number of male students in the program, encouraging women to move into management positions and other upper level supervisory jobs, and using sex-fair language in business communications. Responding to the Amendments, the state of Delaware developed five sex-equity modules designed (1) to focus on issues which are related to specific clusters of career options as defined in Delaware's competency-based goal-oriented business and office occupations curriculum; (2) to provide information and materials for one to three days of activities; and (3) to focus the student's attention on those sex equity concerns which will affect her/his experiences as a student in the classroom, on-the-job, and in making career decisions. This module focuses on eliminating sex stereotyping in management assistant and related occupations (secretarial and stenographic). Instructional activities in the module include a pre- and post-opinion survey, definitions, language comparisons, memos and letters, a slide-tape presentation, qualifications for employment, and a posttest. (KC)

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MANAGEMENT ASSISTANT AND RELATED OCCUPATIONS MODULE

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CE 028 768

July, 1980

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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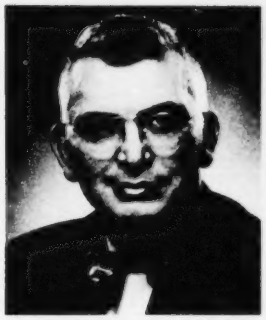

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PREFACE

The Vocational Education Amendments of 1976 mandate that sex bias and stereotyping be eliminated from all vocational education programs.

The amendments set aside $50,000 of each state's Federal vocational funds for this purpose and mandate that each state employ an individual full time to work on eliminating sex bias and stereotyping from vocational programs.

Each program area has special problems which must be addressed in order to achieve sex equity. In business and office occupations programs, the problems have been centered around increasing the number of male students in the program, encouraging women to move into management positions and other upper level supervisory jobs, and using sex-fair language in business communications.

The sex equity modules are designed to:

1. focus on issues which are related to specific clusters of career options as defined in Delaware's competency-based goal oriented business and office occupations curriculum;

2. provide information and materials for one to three days of activities; and

3. focus the student's attention on those sex equity concerns which will affect her/his experiences as a student in the classroom, on-the-job, and career decisions.

Instruction in business and office occupations programs should:

1. afford both male and female students opportunities to pursue a number of career options;

2. include a sex-fair curriculum; and

3. provide students with cooperative work experiences without regard to the sex of the student.

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I. INTRODUCTION TO THE CLUSTER

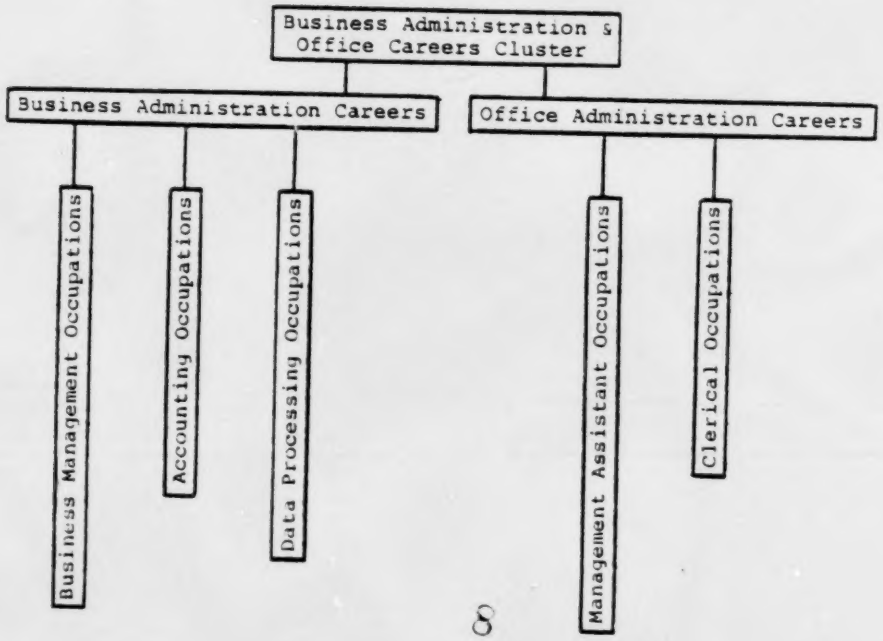
1. DESCRIPTION OF PROGRAMS

Business education represents a broad and diverse discipline that is included in a variety of educational delivery systems--elementary, secondary, and post-secondary schools. The dual purpose of this field of study is to educate individuals about business and to provide a continuous program of planned learning experiences designed to equip individuals with the technical skills necessary for competing successfully for employment in the business community.

Business education includes competency-based programs in office occupations, business teaching, business administration, and economic understandings. Specifically, the Business Administration and Office Careers Cluster provides career information and training that helps students relate their interests, needs, and abilities to occupational opportunities identified in five areas of concentration: business management, accounting, data processing, clerical, and management-assistant clusters. These five areas interrelate with each function providing opportunities for advancement beginning with entry-level jobs for the secondary-school graduate. However, many positions do require at least two years of technical post-secondary preparation.

2. VOCATIONAL BUSINESS MODEL

It is the function of this cluster to provide students with the competencies that will enable individuals to obtain appropriate jobs in their chosen business field--and to advance within an occupational grouping. In Delaware, the vocational business model consists of five sub-clusters which are illustrated below:



3. SUB-CLUSTERS

The specific jobs for which students are prepared in the sub-clusters are indicated on Figure 3 of this guide. Each specific job has been identified/verified via survey of the business community throughout the Delaware region.

4. MANAGEMENT ASSISTANT OCCUPATIONS (USOE 14.0700)

(a) Office Administration Careers

The office administration program is divided into two sub-clusters which emphasize administrative-support functions including generating, classifying, disseminating, and storage/retrieving information. A general overview, specific job descriptions, and employment outlook for each sub-cluster are provided below. Programmed learning guides assist students through competency-based modules which may result in employment according to job titles identified.

(b) Management Assistant Occupations

This sub-cluster is designed to prepare students for successful employment in office occupations by developing competencies in shorthand/machine transcription, keyboarding, composition, records management, and business machines operation. Management assistants usually specialize in a particular field. Law firms require individuals knowledgeable in legal terminology, forms, and procedures. Technical secretaries/stenographers work for engineers performing tasks which require knowledge of technical language. The medical field requires similar specialized skills. Offices in business, government, and industry offer many opportunities for men and women.

Duties of management assistants depend primarily upon the degree of responsibility delegated and the kind of work performed by employers. Business, technical, legal, and medical secretaries/stenographers prepare correspondence, documents, and reports for departments and/or individuals. Management assistants also work as administrative secretaries who are responsible for organizing work schedules, supervising office personnel, and research information.

Individuals interested in careers as management assistants should possess a high degree of intelligence, an excellent command of the English language, the ability to plan and organize work, and the maturity to assume responsibility. A pleasant personality, good grooming, patience, tact, good judgment, and dependability are most important for individuals working within the office environment.

FIGURE 3

BUSINESS ADMINISTRATION AND OFFICE CAREERS CLUSTER

OFFICE ADMINISTRATION CAREERS

MANAGEMENT ASSISTANT OCCUPATIONS

[a]U.S.O.E.	[b]D.O.T.	POSITIONS
14.0701	201.162-010	Executive Secretary
14.0702	201.162-030	Secretary
14.0702	210.362-010	Legal Secretary
14.0702	210.362-014	Medical Secretary
14.0702	201.362-014	Technical Secretary
14.0703	202.362-014	Stenographer
14.0799	203.137-010	Correspondence Secretary (Word Processing Supervisor)

CLERICAL OCCUPATIONS

[a]U.S.O.E.	[b]D.O.T.	POSITIONS
14.0901	203.362-010	Assistant Typist
14.0902	203.582-022	Typist
14.0399	203.582-034	Magnetic Tape Operator
14.0499	203.582-058	Transcribing Machine Operator
14.0803	206.137-010	Records Supervisor
14.0302	206.362-010	File Assistant
14.0301	207.682-010	Repographics Operator
14.0402	209.367-018	Correspondence Assistant
14.0303	209.562-010	General Office Assistant
14.0403	209.587-026	Mail Assistant
14.0399	216.482-014	Calculating/Adding Machine Operator
14.0504	222.387-026	Inventory Assistant
14.0504	222.387-058	Stock Assistant
14.0503	222.387-050	Shipping/Receiving Assistant
14.0401	235.662-022	Telephone Operator
14.0406	237.367-038	Receptionist
14.0405	239.567-010	Office Helper (Messenger)

[a] This number refers to U. S. Office of Education Codes for business and office occupations.

[b] Dictionary of Occupational Title--1978 - This number refers to Department of Labor Codes for specific jobs within an occupational grouping.

(c) Job Descriptions

Training programs in this sub-cluster prepare individuals to assume the following positions within an information-processing system:

(1) Executive Secretary (D.O.T. 201.162-010)

Directs and coordinates activities of workers performing office functions; plans and coordinates the organization's functions such as conventions, exhibits, and workshops, relieves officials of executive detail; performs duties which require a higher degree of confidentiality; makes contact with many people outside the employer's business.

(2) Secretary (D.O.T. 201.162-030)

Relieves officials of clerical work and many administrative and business details; schedules appointments; gives information to callers; takes dictation (shorthand or machine); and transcribes notes on a typewriter; makes travel arrangements.

(i) Legal Secretary (D.O.T. 201.362-014)

Prepared legal papers and correspondence; reviews law journals and legal publications, identifying data pertinent to pending cases.

(ii) Medical Secretary (D.O.T. 201.362-014)

Performs secretarial duties utilizing knowledge of medical terminology and office/laboratory procedures; prepares and sends bills to patients; records appointments.

(iii) Technical Secretary (D.O.T. 202.362-014)

Takes technical dictation in shorthand and transcribes into correspondence, reports, and other documents.

(3) Stenographer (D.O.T. 202.362-014)

Takes dictation in shorthand and transcribes at typewriter; performs variety of clerical duties;

performs minor administrative and general office duties.

(4) Correspondence Secretary (D.O.T. 203.137-010)

Prepares, operates and coordinates activities of workers engaged in processing correspondence, records, reports, insurance policies and similar documents; operates specialized typing machines such as computing terminals and automatic word processing equipment.

(d) Employment Outlook

Forecasts made by various agencies indicate that employment opportunities for male and female office personnel are excellent with information systems expected to continue to expand. The U. S. Department of Labor emphasizes that office assistants with shorthand skills (and machine transcription) will continue to have a wider choice of jobs than those individuals trained in typewriting skills alone. Even though transcribing equipment is growing in popularity, shorthand proficiency is needed for advancement to many administrative jobs.

Persons who are proficient in the use of business machines and shorthand are better prospects for employment than those without these skills. Young men and women who are looking for temporary (part-time) work and have secretarial skills should find extensive employment opportunities. In addition, re-entry into office occupations may be easily accomplished through refresher courses and a review of office skills.

II. MANAGEMENT ASSISTANT AND RELATED OCCUPATIONS - PERFORMANCE AND OBJECTIVES

1. FOCUSES

(a) The use of language in communications.

(b) Addressing persons in business memos, letters, and reports.

(c) Career mobility - how to move up "on the job" and how to plan for advancement.

2. ACTIVITIES

(a) Pre-opinion survey.

(b) Definitions.

(c) Language comparisons.

This module has been designed to provide students with the opportunity to consider administrative assistant as a career option and to practice the use of inclusive language in business communications. Activities will focus on the following issues concerning sex equity in administrative assistant positions:

(a) Use of language in communications in business and office occupations.

(b) Addressing persons in business memos, letters, and reports.

(c) Career ladders - How to move up in a company and plan for advancements.

1. OVERVIEW OF INSTRUCTIONAL ACTIVITIES

(a) Pre- and Post-Opinion Survey

This survey should be administered to measure the students' awareness of their attitudes toward the role of women and men in our society. The results of the survey can serve as a device to determine the kinds of attitudes the students have acquired about sex equity and serve as a basis for class discussion.

(b) Definitions

This activity focuses on definitions that are part of the sex equity movement. Use the transparency to initiate class discussion concerning terms associated with sex equity.

(c) Language Comparisons

Since men and women are assuming new roles on the job and in the home, it is important to use inclusive language to describe these new responsibilities and activities. In many cases, alternative words are available; in a few cases, new words need to be coined. This activity is designed to provide students with an opportunity to learn sex-fair language alternatives.

Duplicate the language comparison list as a worksheet to hand to each student. Instruct them to write in a work substitute for the sex biased word or words listed. After the class has completed the worksheet, discuss their responses and show the answer key on an overhead projector.

(d) Memos and letters.

(e) Slide-tape presentation.

(f) Qualifications for employment.

(g) Post-opinion survey.

3. PERFORMANCE OBJECTIVES (COMPETENCIES)

(a) Given practice exercises and information about sex-fair language, the student will correct three sentences and make the language totally sex-fair with 100% accuracy.

(b) Given sample exercises and information about inclusive language in memos and letters, the student will find five errors and change them to inclusive terms with 100% accuracy.

(c) Given an exercise on job qualifications, the student will list with 100% accuracy, two reasons why it is said that men do not make "good" management assistants (secretaries) and two reasons why they do well at this job.

III. INTRODUCTION TO MANAGEMENT ASSISTANT MODULE

The taboo against male secretaries is ironic, since men have dominated the field throughout most of recorded history. Not until the beginning of the twentieth century and the invention of the typewriter did women begin to enter the business office in numbers. Before that, literate and educated men, not women, were the scribes and trusted right hands of such prominent individuals as Queen Cleopatra of Egypt and, in more recent times, Mary Queen of Scots. Thomas Jefferson, Adolph Hitler, Somerset Maugham, and Rex Reed. Men of the stature of Mark Twain, Woodrow Wilson, Henry Ford, Lyndon Johnson, and even Dustin Hoffman got their starts as male secretaries in various fields ranging from show business to government finance.

The Department of Labor's Bureau of Labor Statistics reports that there are 33,000 male secretaries in the United States--fewer than one percent of the nation's 3,385,000 secretaries. The figure represents a significant increase in the number of men who have entered the profession since 1966 (the number has doubled).

Today's want ads are by law free of such sexist, demeaning language, and the help-wanted columns are now labeled "Male/Female". And thousands of secretaries with names like Kirby and Ralph and Art and Greg and Richard and Ed and Les and Bill are taking advantage of the opportunity to nail down good secretarial jobs.

(d) Memos and Letters

Communications in today's offices often reflect sexist attitudes of the past. This activity is designed to help students identify sex biased terms and to replace them with those which are sex fair. Have each student complete the worksheet containing letters and memos by correcting the sexist language and then follow the activity with a class discussion.

(e) Slide-Tape Presentation

(f) Qualifications for Employment

Qualifications for Employment is designed to expose students to the many different jobs available in Management Assistant Occupations and to make students aware that qualifications for employment are not determined by sex.

(g) Post-Test

The pre-opinion survey is also to be used as a post-opinion survey. After completing the activities related to this module, responses which reflected negative attitudes in the pre-inventory study should now reflect positive attitudes.

ACTIVITY (a)

Pre- and Post-Opinion Survey

Directions: The statements listed below describe attitudes toward the role of women and men in our society. You are asked to react to each statement below by circling the appropriate letter.

1 - Agree
2 - Disagree

Respond to each of the statements quickly and as candidly as possible. Do not leave any blank.

1.	Most women who work outside the home do so to supply extras for their families.	1	2
2.	Our culture overly protects girls and women, thereby increasing their dependence.	1	2
3.	It is important for both men and women to develop empathy and nurturance.	1	2
4.	Women tend to respond emotionally, men by thinking.	1	2
5.	Choice of training and education is not as important for a girl as for a boy.	1	2
6.	Young girls should be encouraged to explore their environment as much as young boys.	1	2
7.	Most women tend to lose their femininity when they perform jobs usually executed by men.	1	2
8.	Schools are equally preparing girls and boys to meet their adult needs.	1	2
9.	Teachers working with girls should understand and accept that their academic and vocational plans may be less serious than those of boys.	1	2
10.	Boys and girls should be enrolled equally in Business and Office Occupations.	1	2
11.	A man should never be expected to share household responsibility except in emergency circumstances.	1	2
12.	Most women spend a significant number of years in the paid labor force.	1	2

13. Most working women are employed only part-time. 1 2

14. It is reasonable for employers when recruiting from high schools to request applicants of a particular sex. 1 2

15. More girls should elect math and science courses because of their usefulness in later life. 1 2

16. Laws which legislate sexual equality in the schools are necessary for change to occur. 1 2

17. Schools would benefit by hiring more women in non-traditional teaching and administrative positions. 1 2

18. The data for minority women in the work force compares very closely to the data for white women. 1 2

19. A wife's opinion should have the same bearing upon important decisions for the family as her husband's. 1 2

20. Women are less able to handle creative and imaginative tasks, and therefore, are better at detailed and repetitive tasks. 1 2

21. Women should be advanced according to their skills and abilities, even if it means bypassing a man of lower credentials. 1 2

22. Most women are found in low skilled jobs with little opportunity for advancement because they are not career oriented. 1 2

23. There isn't an area of work today in which women couldn't make a major contribution. 1 2

24. Elementary school textbooks should show women working in a wide variety of jobs in addition to the traditional pictures of the mother in the home. 1 2

25. It is important for men to develop home management and parenting skills. 1 2

26. Few women have the strength and ability to compete in the work world of men. 1 2

Developed by the Wisconsin Feminists Project Fund, Inc.

ACTIVITY (B)

DEFINITIONS

SEX EQUITY - THE LANGUAGE THAT WE USE

SEX DISCRIMINATION -- ANY ACTION WHICH LIMITS OR DENIES A PERSON OR GROUP OF PERSONS OPPORTUNITIES, PRIVILEGES, ROLES OR REWARDS ON THE BASIS OF THEIR SEX.

SEX BIAS -- BEHAVIORS RESULTING FROM THE ASSUMPTION THAT ONE SEX IS SUPERIOR TO THE OTHER.

SEX ROLE STEREOTYPING -- ATTRIBUTING BEHAVIORS, ABILITIES, INTERESTS, VALUES AND ROLES TO A PERSON OR GROUP OF PERSONS ON THE BASIS OF THEIR SEX.

OCCUPATIONAL SEX ROLE STEREOTYPES -- THOSE IN WHICH SPECIFIC OCCUPATIONS ARE LINKED, AND BELIEVED TO BE APPROPRIATE, TO MEMBERS OF ONE OR THE OTHER SEX.

EQUITY -- MOVING BEYOND DISCRIMINATION - REFORMING AND IMPROVING; BASED ON CONCEPTS OF FAIRNESS, JUSTICE - A RIGHT RECOGNIZED AND ENFORCED.

EQUALITY -- THE QUALITY OR STATE OF BEING EQUAL.

SEX FAIRNESS -- TREATING BOTH SEXES IN THE SAME MANNER.

NONTRADITIONAL WORKER -- A PERSON EMPLOYED IN AN OCCUPATIONAL AREA ONCE CONSIDERED APPROPRIATE FOR THE OPPOSITE SEX.

ACTIVITY (c)

LANGUAGE COMPARISONS

SEX BIASED	SEX FAIR
SALESMAN	
CHAIRMAN	
SCULPTPESS, POETESS, AUTHOPESS	
MAILMAN	
HOUSEWIFE	
MIDDLEMAN	
COED	
BUSINESSMAN	
NEWSMAN	
FIREMAN, REPAIRMAN, LINEMAN	
SALESGIRL	
CLERGYMAN	
FOREMAN	
WORKMAN	
CAMERAMAN	
STOCKBOY	
DEAR SIR	
GENTLEMEN	
A MAN IN BUSINESS HAS TO . . .	
FOOD IS ONE OF MAN'S BASIC NEEDS	
A MAN-SIZED JOB	
MEN/WOMEN	
MALES/FEMALES	
HUSBAND/WIFE	

ACTIVITY (c)

LANGUAGE COMPARISONS

KEY

SEX BIASED	SEX FAIR
SALESMAN	SALESPERSON
CHAIRMAN	CHAIRPERSON
SCULPTRESS, POETESS, AUTHORESS	SCULPTOR, POET, AUTHOR
MAILMAN	LETTERCARRIER OR POSTAL WORKER
HOUSEWIFE	HOMEMAKER
MIDDLEMAN	INTERMEDIARY, LIAISON
COED	STUDENT
BUSINESSMAN	BUSINESS PERSON
NEWSMAN	NEWSCASTER
FIREMAN, REPAIRMAN, LINEMAN	FIREFIGHTER, PLUMBER, ELECTRICIAN, LINE INSTALLER
SALESGIRL	SALESPERSON
CLERGYMAN	CLERGY MEMBER, CLERGY
FOREMAN	SUPERVISOR
WORKMAN	WORKER
CAMERAMAN	CAMERA TECHNICIAN, PHOTOGRAPHER
STOCKBOY	STOCK PERSON
DEAR SIR	DEAR SIR OR MADAM, GENTLEPERSON
GENTLEMEN	COLLEAGUES, TO WHOM IT MAY CONCERN, PEOPLE, GENTLEPERSON
A MAN IN BUSINESS HAS TO . . .	A PERSON IN BUSINESS HAS TO . . .
FOOD IS ONE OF MAN'S BASIC NEEDS.	FOOD IS ONE OF THE BASIC NEEDS OF LIF
A MAN-SIZED JOB	A BIG JOB
MEN/WOMEN	PEOPLE, PERSONS
MALES/FEMALES	BOTH SEXES
HUSBAND/WIFE	SPOUSE

ACTIVITY (d)

Memos and Letters

January, 1980

Johnson Plastics Company
607 West Street
New Castle, Delaware 19720

Dear Sir:

Please have one of your salesman deliver a sample of your product to our office immediately. He can leave the product with my secretary, Mrs. John Downes. We would like to see if your product is acceptable for use in our process and must make a decision before next month.

Sincerely,

Mrs. Robert Jones
Administrative Assistant
Walker Chemical Company

January, 1980

Memo To: All Telephone Company Employees

1. All telephone linemen will meet at 7:30 a.m. in Room 865.

2. All telephone operators please meet at 8 a.m. for the tour of our new building. Don't wear high heels as the tour requires a lot of walking.

3. Company executives are requested to turn in those insurance forms which show coverage of their wives and families.

ACTIVITY (d)

Memos and Letters

Key

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Sincerely,

Mrs. Mary Jones
Administrative Assistant
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1. All telephone line installers will meet at 7:30 a.m. in Room 865

2. All telephone operators please meet at 8 a.m. for the tour of our new building. Wear comfortable shoes as the tour requires a lot of walking.

3. Company executives are requested to turn in those insurance forms which show coverage of their spouse and families.

ACTIVITY (f)

QUALIFICATIONS FOR EMPLOYMENT

1. PURPOSE

   (a) To expose students to the many different jobs available in Management Assistant Occupations.

   (b) To show students that the qualifications for employment are not determined by sex.

2. PROCEDURE

   (a) The teacher should decide which occupation to focus on and discuss the many jobs available within the Management Assistant Module. The teacher might make a list on the board like this:

Examples of Job Opportunities in Management Assistant Occupation

MANAGEMENT ASSISTANT OCCUPATIONS

[a]U.S.O.E.	[b]D.O.T.	POSITIONS
14.0701	201.162-010	Executive Secretary
14.0702	201.162-030	Secretary
14.0702	210.362-010	Legal Secretary
14.0702	210.362-014	Medical Secretary
14.0702	201.362-014	Technical Secretary
14.0703	202.362-014	Stenographer
14.0799	203.137-010	Correspondence Secretary (Word Processing Supervisor)

A list of job opportunities specific to the course should be developed. In discussion or through research, students may learn what each of the jobs entail.

   (b) When the list is fairly complete, distribute the student activity sheet and have the students decide independently which job or jobs this person is qualified for. Discuss after they have decided.

   - How did you decide upon a position?

- What qualities do you see necessary for all areas of employment?
- What characteristics are not at all necessary for employment?
- Do you think this person is a male or a female? Why?
- If you learned that the person currently filling the position was a male, how would this influence your choice of position?
- In looking at the qualifications of the applicant, is this person over qualified for the job? Underqualified?
- Suppose you learn the sex of the applicant. Would you change your job offer? Why?
- What jobs are you interested in?
- How are you qualified for these jobs?

3. VARIATION OR FOLLOW-UP

Have students research any job in which they have an interest. From the research, have them list the requirements they feel are necessary for the job. Do they see this job as being exclusively for a male or a female? What requirements would limit the job to one sex? Has their perception of the job changed any after researching it? Have students share their results with the class. Use the "Financial Facts of Life" activity.

M. Smith has just graduated from high school and is applying for a job. In the interview and from the references, the personnel director finds that the candidate has the following qualities:

(a) A knowledge of the company through summer jobs.

(b) A good grade average in high school.

(c) A good attendance record in high school.

(d) Business and math skills.

(e) A pleasant personality.

(f) A desire to move up in the company.

(g) Recommendations that indicate the candidate is dependable and has an ability to get along with other people.

(h) A knowledge of safety precautions; an awareness of the importance of following instructions.

(i) A driver's license.

(j) Good health and neat appearance.

What jobs would you offer M. Smith?

A Riddle

While driving to the store, a young boy and father were involved in a serious car accident. The father was killed and the boy was injured and taken to a hospital. At the hospital, the boy was examined and an emergency operation was needed. The resident surgeon had scrubbed up, put on a gauze mask, and was waiting in the operating room when the boy was wheeled into surgery. The surgeon took one look at the boy and cried, "I can't operate. This is my son".

Who was the surgeon?

-- source unknown

Answer: The boy's mother.